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ABSTRACT

A Florida Department of Education R & D project, "Collection and Dissemination of Validated Community-based Career Guidance Practices," is presented with a focus upon four areas: (1) the project staff's 12 working definitions of community-based career guidance practices; (2) nine trends noted in the national survey being conducted; (3) selected practices illustrative of each trend; and (4) the format to be used in the final product of cookbook-type practitioner manuals of selected practices. proven career guidance practices ranging from kindergarten through post-secondary levels are investigated. The nearly 200 annotated findings from around the United States are organized into eight categories including: novel; volunteering; field trips; special career emphases, such as career days and weeks; internships/externships; shadowing/work experience/exploration; exchanges; and professional/inservice. The Manual Development phase, the major third-year activity which involves securing detailed information on the most promising practices identified is described in terms of the following format: title of the practice, brief description, suggested level(s) for use, sample objective(s), planning checklist, suggested resources, procedures for gaining support, possible barriers to implementation, management considerations, evaluation procedures, and possible variations. (Author)

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Community-Based Career Guidance Practices: Findings of a Nationwide Survey

Presentation to Florida Personnel and Guidance Association

Orlando, Florida

November 16-18, 1978

Dale H. Melton, Ed. D.

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Dale H. Melton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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I am pleased to present to you today the results of a national search for community-based career guidance practices I have been conducting for the past fifteen months. This search is the first major activity of a three-year Florida Department of Education project designed, ultimately, to produce how-to-do-it manuals for use by counselors and other members of the guidance team. This presentation will consist of the following: (1) our definitions of community-based career guidance, (2) trends noted in our research, (3) selected examples of each trend, and (4) the format of the manuals to be developed during FY '79 - '80.

For our search, we are using twelve working definitions of community-based career guidance practices. While we are aware there is overlapping among them, they have been helpful in clarifying more precisely what we are seeking from educators and others. The twelve definitions are as follows:

1. Practices making use primarily of the knowledge, skills, and/or time of students as resources either for their peers of for other community persons.

2. Student-centered practices such as observation, exploration, or other activities in the community.

3. Educator involvement in various community-learning experiences or service as resource persons.

4. Practices involving community persons serving as resource persons for students, educators, or others.

5. Practices designed especially for providing information and skills to enhance parents effectiveness in working with their children in the home and/or elsewhere in the community.

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6. Community-sponsored activities for students and/or others.

7. Practices involving both educator inservice and student activities.

8. School-sponsored, in-school practices especially for students, with varying degrees of involvement by community persons, such as alumni and parents.

9. Practices where community individuals or organizations and students share their resources, services, and/or information.

10. School-, community-, or jointly-sponsored practices conducted in a community setting for a major target group, e. g. unemployed or displaced,and open to some students.

11. Practices making use of some type(s) of hardware, such as a telephone or computer to provide career-related or guidance-related information to students, parents, or other community persons.

12. Jointly sponsored school/community practices being conducted in a school setting on a continuing or semi-permanent basis.

With these definitions, we have been able to identify, to date, nearly two hundred such practices from around the United States. Although in this second year our staff is continuing to receive ideas from out-of-state, the major effort is being placed on identification of community-based practices from our own state of Florida. We expect this number to increase to well over three hundred practices by the end of the second project year - June 30, 1979.

The project findings to date have indicated nine trends in community based career guidance practices. I will mention each of these and cite a few key examples from our findings for each trend. The trends and illustrations are as follows:

USE OF LUNCHTIME, WEEKEND, HOMEROOM AND OTHER NON-CLASSROOM TIMES FOR SUCH ACTIVITIES

Brown Bag Career Sessions -- During these sessions lasting from 11 a.m. to 1 p.m., the resource person chats informally with the secondary students. One community resource person comes to the school each day. (WA)

Career Breaks -- These activities are a series of noon-time career planning and placement seminars. The informal breaks include university faculty and staff, community members, and students. (MO)

Small group Outdoor/Adventure Career Exploration -- This activity is an outdoor workshop to facilitate life and career planning. Six to eight people spend two week-ends in the Missouri Ozarks dealing with their value orientation, problem solving, and communication, among other topics. (MO)

GREATER INVOLVEMENT BY ACADEMIC DEPARTMENTS ATTEMPTING TO SHOW RELEVANCE OF SUBJECT(S) TAUGHT TO AVAILABLE AND PROJECTED CAREERS.

Mini Career Days at Community College -- cosponsored by the career development center and academic departments, this practice involves informal seminars each focused on a career area. Both students and alumni are encouraged to participate. (PA)

Senior Highs "Catch" Information About Careers -- After interest testing and counseling of all high school seniors, they are bussed in smaller groups at varying times to the local community college career services center. The students conduct required career-related research projects coordinated with their English class activities. (NJ)

Teacher-Resource Person Consultation Sessions -- Subject area teachers meet with workers in the field related to their teaching area to discuss appropriate applications in the classroom, changes needed in the curriculum, and other ideas for relating the classroom and the world of work. This practice is sponsored by a three-county industry-education-labor council. (IL)

MORE COMMITMENT TO CONTINUOUS OR SERIES OF PRACTICES AS WELL AS COVERAGE OF ALL OCCUPATIONAL CLUSTERS.

Through out the year, the school's academic departments each take three-week blocks for a Spotlight on Careers Series. Each block emphasized the relation of the department's offerings to available and future careers. Activities include speakers, on-site interviews, and shadowing.

Career of the Week -- This flexible, throughout-the-year practice makes use of student interest as the basis for choice of career areas and/or specific jobs. Business and industry people are invited into schools to conduct career exploration classes for up to twenty or thirty students. (PA)

Career Conferences -- Fifteen of these conferences, each on the topic of a USOE career cluster, are held during the year. This high school level practice varies in length from two hours to portions of several days. (CT)

INCREASE IN AMOUNT AND QUALITY OF HARDWARE USAGE

Telephone system -- A local school system uses tapes to deliver via telephone career and employability skills information for students and community adults. The 125 titles, each 3-5 minutes in length, may be heard upon request by the caller. (CA)

Dial-a-home learning recipe -- This service is available by telephone for parents calling on weekends and evenings. Each recorded message contains a recipe for making the home a learning place. Since the recipes are changed every few days, they are kept current. (DC)

MBA Student -- telephone interviews of corporate executives. Three outcomes of this college-level practice are: location of available jobs, learning more about the job finding process, and attracting recruiters to the campus. (VA)

Department head video advising -- Department heads are videotaped discussing requirements of their department and related career opportunities. Cassette recordings of the discussion are then distributed to strategic spots on campus. (AL)

MORE SPECIALIZATION OF PRACTICES, SUCH AS HEALTH CAREER DAY, MUSIC CAREERS WORKSHOP, AND OTHER SUBJECT-RELATED PRACTICES.

Two-Day Health Careers Fair -- On the first day, emphasis is on doctors, dentists, and nurses. The second day focuses on other health careers. The morning schedule includes talks and A/V presentations with lunch provided. The

two afternoons are used for tour/presentations of the hospital. (NJ)

"Music Careers are Worth Noting" -- This is a day-long activity composed of an orientation session, including a performance, and followed by workshops. Students are rotated through three workshops emphasizing music careers in the areas of teaching, performing, and allied music areas.

Industrial Exploration Day -- From Wisconsin, this one-day experience is for individuals seriously considering industrial occupations for a career choice. The day combines morning tours with afternoon hands-on experience doing some job-related work.

GREATER FLEXIBILITY IN FACTORS SUCH AS TIME, VARIETY, COMBINATIONS OF ACTIVITIES, AND TARGET GROUPS.

Day of Discovery -- Fifth and sixth grade students in a Kansas school district visit a nearby state university as an enrichment activity. Two major purposes of the activity are: (1) learning that the university can serve those planning for careers requiring four or more years of education and (2) understanding the variety and number of job opportunities available at a university.

Class explorations -- Planning begins in the fall after which entire classes make January visits. Uniquenesses of this practice are: (1) Teacher of the class goes for a one-day inservice activity at the company, followed by a session at the center media center. This is before teacher takes her student to the place of business. (2) Summer luncheon of teachers and company representatives review and evaluate the activities. (OH)

All-Day Mini Seminar -- This activity is for teams of two students and one faculty advisor from all area high schools. Speakers, small group discussions, A/V presentations, and visits to a local industry are featured. (NY)

Weeklong Teacher/Student Activity -- This practice involves three one-half

days of teacher inservice metings for development of career activities. During this time, cadet (student) or volunteer teachers are used. Next, two days are centered around career-related activities for the students. On the second of these days, parents and other community individuals are invited and, whenever possible, involved. (VA)

JOINT SPONSORSHIP AND/OR FUNDING BETWEEN AND AMONG THE SCHOOLS AND OTHER GROUPS, SUCH AS PUBLIC LIBRARIES, STUDENT SPECIAL INTEREST GROUPS, AND COMMUNITY ORGANIZATIONS (COMMUNITY ACTION COUNCILS AND BUSINESS/INDUSTRY EDUCATION COUNCILS)

High School level Awareness Day -- Jointly sponsored by the local chamber of commerce and the local board of education, this practice provides a unique opportunity for adults to come into the schools to see the students in action. Students demonstrate applied skills during afternoon and evening sessions, divided by a buffet dinner for the participants. (CT)

Cobweb Learning Fair -- This unique one-day Kansas practice involves the entire community in participatory creative activities with wide career implications. Having wide sponsorship and held in a city park, the activity involves learning areas, such as photography and computer workshops, as well as a large variety of arts and crafts.

Two-Day Moving Career Days -- Co-sponsored by the schools and the cooperative extension service for eight graders, this practice is held on two successive Mondays. Each tour group visits six or seven job sites for a twenty-minute tour and talk. (ME)

MORE EMPHASIS ON 'NEW' TARGET GROUPS SUCH AS SCHOOL AND COMPANY EXECUTIVES, ADULTS AND OTHER NIGHT STUDENTS, AND LIBERAL ARTS GRADUATES.

Executive Exchange Program -- School administrators team up with executives in industry, business, labor, or government for a typical day on the job in a non-education setting.

A Fresh Start -- Counselors visit Wisconsin communities in such places as banks and libraries on a monthly basis. The practice is designed

especially for adults wanting information on educational opportunities, financial aid, and other similar concerns.

Career Awareness Seminar Series — A series of four days during a two-week period, this Massachusetts practice exposes liberal arts students to business and industry volunteers discussing their jobs and future opportunities in the field, especially for the liberal arts graduate. On each of the four days, students may choose one of four or five one-and-one-half sessions based on their interest.

GREATER CONCERN FOR USE OF 'NEW' RESOURCES SUCH AS STUDENTS THEMSELVES, PARENTS ALUMNI, AND EDUCATORS.

Occupational Fair -- Washington students become personally involved with career information in this practice desinged to put jobs on display. All work is done by the students, including research, drawing, writing, and designing and building display booths.

College Student Volunteers -- In this Missouri practice, students are encouraged to voluntarily commit two hours minimum each week for achievement of one or more of the following purposes: personal growth and service to others, complementing the classroom learnings, and acquiring career experience. Student volunteers are assisted in their choices of and placement in agencies or other organizations, as appropriate.

Student Resource Speakers -- High school and vocational students are used in this practice to make presentations to younger students when community speakers are not available. The student speakers learn about working with younger people while sharing their career ideas and skills in a vocational or hobby area of interest. (PA)

College Career Fair With Alumni Resources -- Once or twice yearly, the alumni association and the student government co-sponsor this college-level practice in Massachusetts. Forty to fifty alumni representing over a dozen career areas meet with interested students in booth-type settings.

The student hosts serve as guides and make introductions to the alumni.

Parent Volunteers teach skill classes -- A Washington school uses parents to teach skill classes, such as typing, carpentry, and electricity. The purpose of this through-the-year practice is to teach the skills along with a study of the jobs making use of the skills.

Having given you this overview of our working definitions of community-based practices, trends and illustrations taken from the project findings, I will now brief you about the plan for use of these findings during the third year of the project. As now planned, our staff will gather detailed information on each of these identified proven practices according to a predetermined format. From the results received, the most promising practices will be selected for use in cook-book type manuals for use by guidance practitioners.

More specifically, the format which is now planned will provide the reader with eleven types of necessary and/or desirable information about each practice. These categories of information are:

Title Of Practice

Brief Description

Suggested Level(s) For Use

Sample Objective(s)

Planning Checklist

Suggested Resources

Procedures For Gaining Support

Possible Barriers To Implementation

Management Considerations

Evaluation Procedures

Possible Variations

Upon development of the first draft of the manuals according to the above format for each selected practice, orientation/field-tests of the manuals will be conducted for selected educators in the state of Florida. It is also probable that the draft copies of the manual will be shared for reaction and comment with out-of-state educators as well.

To conclude, I call to your attention a handout of some of the identified findings. Each has been annotated and marked by state of origin. You will note that some of the examples I have used in this presentation have come from this

listing.

I will be pleased to talk with any of you individually to discuss a practice you have developed and/or tested. Also, I would appreciate receiving your suggestions for knowledgeable individuals our staff may write or call for information on proven practices similar to these I have discussed with you in this session and others noted in the handout.

Thank you for your attention and interest in this dynamic area.

ANNOTATED COMMUNITY-BASED CAREER GUIDANCE PRACTICES

AN ANNOTATED LISTING
OF
COMMUNITY-BASED
CAREER GUIDANCE
PRACTICES

Preliminary Findings

of a

Florida Department of Education

Research & Development Project

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Extension 373

30 January 1979

These annotations are designed to provide the reader with an overview of Community-based career guidance practices identified in a nationwide search conducted between September 1977 and January 1979. The search has been a primary activity of a three-year project designed, ultimately, to produce how-to-do-it manuals of selected proven community-based practices for use by counselors and other guidance team members.

NOVEL PRACTICES

Career Exploration by bus -- Two-day exploration with nine stops plus six speakers (representing fifteen career clusters) (CA)

Three-Day Parent/Student "Pop Course" Activity held twice a year -- Parents, teachers and students select, arrange, and conduct the offerings emphasising skills of the parents and other community members. (Montana)

Group Job Hunting --
Job-Finding Co-op using the buddy system; for seniors and graduates up to two years after graduation. (PA)

Spirit Week -- Each class has a theme; one chooses to represent the future careers of its classmembers. (New Hampshire)

Mini-Courses using the talents of parents -- "Hands-On" activities are conducted in a job-like atmosphere for one hour each week. (OHIO)

Career Week -- This is a combined inservice activity/student career days.

1. Three 1/2 days of inservice meetings are held for the teachers to develop career activities.
2. During this time, cadet (student) or volunteer teachers are used.
3. The last two days of the week are centered around career-related activities for the students.
4. On the last day, parents and other community individuals are invited and, whenever possible, involved. (VA)

Peer Counseling/Teacher training workshop
The training is focused on techniques for dealing with problems of older people. Following this training, participants are given opportunities for volunteering as lay counselors and teachers in the schools and other institutions.

"It's Great to Be" -- adaptation of "What's My Line" -- This activity is held monthly for a career cluster. The mystery guest comes from the community resource pool organized by the Rotary Club. (Texas)

"Create Your Own Job" -- An alternative approach to finding a job. (CA)

Three-Phased C.D. practice for gifted and talented students:
1. Laboratory experience: 2. Shadowing with mentor:
3. Working internship. (Tx)

Videotapes of on-the-job interviews -- The tapes are copied and provided in 2 "access centers" in each of four counties. (Ill.)

Career of the Month -- monthly emphasis in each subject area. (VA)

Non-credit H.S. level teaching assistants --
Each week, students work in nearby elementary schools for a minimum of four periods plus an additional hour with a teacher/advisor. (NY)

Search for fulfillment Weekend
Many types of workshops are held on career development topics, such as decision-making. (PA)

Mobile Van -- Used for parent activities: Neighborhood meetings; training/education, and mini meetings to provide information.

Job Sharing -- This is a model of part-time work to create opportunities in job areas previously reserved only for full-time employees. (CA)

Community Learning Exchange -- This telephone service is staffed by volunteers providing information about available volunteers for filling educational needs in the school and community as well as wanting to learn about a topic. (Ill.)

"Ma" and "Pa" type stores -- the stores "adopt" for a period of time, school-age students for experience-based activities. (CA)

Telephone practices --
Three twenty-four hour job lines -- K-12; higher education; business and industry. (CA)

REACH Center --
Center for collecting and giving information about education, volunteer opportunities, and employment openings. (NJ)

Business/Student Dialogue Activity -- This practice is for senior students and some teachers who express interest in participating. They meet with persons to discuss business-related topics in a day-long session, including lunch. (MI)

Community College Offers Course -- This is a community college course called, "The Maturing Worker." It includes pre-retirement counseling and a study of retirement in relationship to education, recreation, and volunteer programs. (IA)

Department Head Video Advising -- Video tape cassettes are made of department heads discussing requirements in their department and possible career opportunities in related areas of study. (AL)

Storefront Community College Practice Provides Marketing Training for Unemployed Artists -- This practice is sponsored by the community college with funding by CETA. Similar help is also given to members of the community orchestra. (NJ)

"Job Talk" Video - Tape Practice -- In this university - level practice, business and industry representatives hold seminars on campus to talk with interested students about their companies and the career fields each represents. Ten to fifteen minute video-tapes are made of the job talk series for later showing through the resource library. (FL)

All-Day Mini Seminar -- This activity is for teams of 2 students and 1 faculty advisor from all area high schools. Speakers, small group discussions, A/V presentations, and visits to a local industry are featured. (NY)

Operation Enterprise -- These two-week concentrated summer work sessions on career and economic-related topics are held for selected juniors from all over the county. (NY)

Community Council on Careers -- The Community Council on Careers sends a monthly bulletin to all junior and senior high schools, providing career information on materials and other assistance available. The newsletter is also used as a vehicle for schools to share widely their innovative career-related practices. (NY)

Business Counseling Service for Community College Students -- Located in the community college career services center is the headquarters of the community's score program. With this unique arrangement, special counseling is provided for students and community persons on how to pursue the entry into one's own business. (NJ)

Pre-Post Retirement Course for United Auto Workers -- (MI)

One-To-Three Day Workshop -- The purpose of this practice is to bring high school students to campus to meet with college departments. The major focus is upon providing career-related information. (UT)

Rent-A-Kid Activity -- Sponsored by the cooperative extension service and funded by CETA, this practice enables students to find jobs during the summer. However, more importantly, it provides some training and subsequent certification in the area of placement.

Saturday Seminars for Mid-Career Changers -- A community college provides this non-credit practice for community members. Examples of topics are: Passport to new careers and alternative to careers for teachers; among others. (MA)

Portable Telelecture Unit -- A portable telelecture unit is available on loan basis for small group or classroom long distance interviews of resource persons. (AZ)

Public Library Offers Lunch-Time Opportunities -- A public library offers lunch-time sessions for exploration of para-professional opportunities. The series is jointly sponsored by the regional learning service, the community council on careers, and the County Public Library. It provides exploration with local resource people in four areas:
Para-legal and law enforcement, industrial technology, human services, and information services. (NY)

One-Day, Public Library - Based Workshop Series "Educational Directions" -- A free workshop on learning and career options is provided at the public library. Twelve, thirty-minute sessions are offered from which participants may choose eight (4 in the morning and 4 in the evening). The workshops are repeated each thirty minutes to make them available to all participants. Topics range from employer - Sponsored Training Programs to credit and non-credit programs to meet individual needs and interests. (NY)

Summer Center -- An area is designated within the guidance center for emphasizing jobs, volunteer experiences, and summer schools. (WI)

Senior Highs"Catch" Information About Careers -- After interest testing and counseling of all High School seniors, they are bussed in smaller groups at varying times to the local community college career services center. The students' conduct required career-related research projects coordinated with their English class activities. (NJ)

Career Breaks -- These activities are a series of noon-time career planning and placement seminars. The informal breaks include university faculty and staff, community members, and students. (MO)

Telephone System Using Taped Career and Employability Skills Information For Both Students & Parents -- Caller asks to hear tape of interest (125 titles). For Example, One large category is vocational counseling and guidance (26 tapes). (CA)

"Spin The Topics" -- In this activity for night students, each session is designed to familiarize students with a broad array of career options. The informal sessions deal with career paths, occupational opportunities, and day-to-day lives of people in their profession. Sessions are also video-taped for later viewing. (AZ)

Explorer In School Homeroom Activity -- For ninth and tenth graders, this activity is held homeroom period. Whenever possible, parents and alumni are used. (RI)

An Adventure Center --
This practice incorporates both career education and consumer awareness. Students from different schools meet for a series consisting of various career guidance activities. (AZ)

Dial-A-Home Learning Recipe --
Callers receive new tips each week from an answering service about ways to make the home a learning place. This service is available on weekends and in the evenings, with recipes being changed every few days. (DC)

"Employment Agency" speech therapy practice --
In this technique used with elementary through junior high level students, a speech therapy teacher simulates for students an employment agency with the aid of a bingo-type game. The first one to fill the card by pronouncing the job-related names and then matching them with the ones on the card gets the job. (WA)

Home-based career guidance -- "Career Education and Your Child"
These activities for elementary through middle/junior high school level students are suggested to parents desiring to make a greater impact upon their children's career development. The suggestions are comprehensive, varied, and practical -- something for every parent and child. (FL)

"How to Start Your Own Business" --
This is a two-day Saturday workshop especially for reentering women. Some of the topics discussed at the community college-sponsored activity are: legal organization, assertiveness, record keeping, among others. (FL)

Job Club --
Unemployed, unskilled, and professional persons meet in a community location to discuss employment prospects, receive assistance, and provide mutual support to each other. The club maintains contact with personnel departments in the area and publishes a monthly newsletter about its members for local businesses. (MN)

Minibusinesses --
High school economics students in a rural area gain awareness of career opportunities and first-hand experience in a career situation in this practice. One option they have is setting up and operating their own profit-making business. (OK)

Retirees "Show and Tell" about hobbies --
AARP members from a local chapter spend a day sharing stories, skills, and performing demonstrations for elementary age students. The students reciprocate by giving a puppet show and a one-act play for the adults. (VA)

Students Incorporated --
This is a local nonprofit incorporated youth agency designed to combine professional assistance and outstanding community volunteer support for the career-and job related needs of youth aged 14 through 21. Services include vocational and career orientation, training in marketable skills, and work experience. (NM)

Tuesday College --
Adult students are able to earn twelve college credits by attending one day each week for thirty weeks. This community college practice provides educational opportunities for adults at a minimum of disruption of schedule, especially for mothers with small children. (PA)

Youth Modeling -- In this practice, youth model the stages of pre-employment exploration. The stages are videotaped for later replay in the career center. (IL)

Daily Homeroom Period, Career-Related Mini Courses --
During homeroom each day, junior high students attend thirty-minute mini courses of interest from a wide variety each closely related to an actual occupation. The topics range from movie making to day care centers. (WA)

Simulated job interviews -- special day set aside emphasizing understanding the process of finding a job; representatives of companies do interviewing without intention of hiring. (PA)

Two-day simulated job interviews --
This community-centered practice provides unemployed persons with two days focused upon learning to emphasize strong personal points during an interview and what questions to ask a future employer. Video taping of the practice interview enables the learner to receive immediate feedback and correct weaknesses as they are observed. (MN)

A Fresh Start -- Counselors visit Wisconsin communities at such places as banks and libraries on a monthly basis. The practice is designed especially for adults wanting information on educational opportunities, financial aid, and other similar concerns.

Audio Tape Career Library -- Trained graduate students using a set of predetermined questions record interviews with individuals in a wide range of career fields. This Florida practice benefits the interviewers as well as other students making later use of the career tapes.

Before-School Father's Coffee -- This Illinois practice is focused on informal discussions about career-related concerns. It brings together educators and parents, particularly fathers, in these early morning get-togethers.

Business Career Planning Seminars -- Young alumni studying business and career planning office staff members present a four-Saturday seminar series about business careers. Each seminar at this Pennsylvania college involves a variety of activities -- case study, general discussion, and question and answer time.

"Careers" Videotaped Series -- Informed discussions with Pennsylvania individuals working in various fields are videotaped for later multiple use. Each interview focuses on the worker and his/her feelings about the career area.

Cobweb Learning Fair -- This unique one-day Kansas practice involves the entire community in participatory creative activities with wide career implications. Having wide sponsorship and held in a city park, the activity involves learning areas, such as photography and computer workshops, as well as a large variety of arts and crafts.

Family Home Evenings -- Sponsored by a large religious organization, this practice brings together families one night each week for study, discussion, and recreation. Among the topics are decision-making and dealing with anger.

In-School Industries -- This Michigan practice provides help from local volunteers in the establishment of student-run, classroom based manufacturing firms and businesses. The major impetus comes from a community action council.

Job Opportunity Forum -- Jointly sponsored by the schools and the local chambers of commerce, this variable one-to-two day New Jersey practice provides graduating seniors with interviews by local companies of interest. It serves the companies as well by providing pre-screened, potential employers to fill job openings.

Outreach -- A joint effort of an alumni association and the career planning and placement center, this Massachusetts practice in a mini-career seminar. Two alumni meet with small groups of students in a dormitory lounge for discussion of a specific field or job.

Parent Involvement in development of Parent/Child Activities -- In this Vermont practice, parents identify, describe, and prioritize career competencies for their children. These are then used to develop objectives and activities for use with other parents.

Parent Participation Practice for Educable Mentally Retarded Children -- The emphasis in this Florida practice is upon re-inforcement of school related career education in the home. Parents of the students serve on an advisory committee and meet regularly with teachers to discuss home/community-based activities such as those in "Career Education and Your Child: A Guide for Parents."

Professional Skills Roster -- Designed for Professionals in New York, this practice is a voluntary community-based

employment service. Manned by volunteers, this practice involves making referrals for the registrants as well as conducting prescreening, e.g. for CETA eligibility.

Spotlight on Careers -- This is a throughout-the-year Nebraska practice in which academic departments are each assigned three-week blocks to focus on careers relating to their course offerings. The activities tied with each block are speakers, on-site interviews, and shadowing. Advance publicity on each department's activities is regularly provided to students.

Temporary Odd-Job Employment for Students -- This Michigan practice involves screening and short-term employment of high school students. Sponsorship is shared among the schools, a community action council, and the employment agency.

Use of Public Library for Midlife Counseling -- A personalized midlife career counseling service is available to some New York adults through public libraries. The practice combines the rich resources of the facilty with counseling interns.

Use of telephone for recruiting interviews -- Recruiting interviews with corporate executives to identify where jobs are and how to get them is a practice from Virginia. The MBA students call employers to find available jobs, learn more about job-hunting, and ultimately, to attract recruiters to the campus.

VOLUNTEER PRACTICES

Four-Faceted Business-Industry-Education volunteer activity:

1. Volunteer service is given to the school for a minimum of one day each year.
2. Commitment is made to move toward making his/her own business a site for visits by six students.
3. Commitment is made to call on one school board member in regard to support of this practice.
4. Commitment is made to ask five other individuals in the community to participate as a volunteer. (NY)

Use of three levels of resource people for investigative activities in occupational, vocational, and leisure-time areas. Students must proceed through each level, as appropriate, at increasingly greater depths. The three levels are: 1. Student resources; 2. Parent and Teacher resources; and 3. Community "expert" resources. (CA)

Non-Credit Course entitled "Volunteerism": Creative use of Human Resources - Rather than a review of agencies for volunteer opportunities or an in-service training for specific volunteer jobs, this course focuses on the basic behaviors needed in volunteerism, such as problem-solving and decision-making.

Parent-Volunteers teach vocational and avocational subjects in Mini-term --Volunteer parents are also used during this term as teaching assistants. (Delaware)

Use of Student Resources for discussion of hobbies and other out-of-school activities with small groups of students; emphasis is upon pleasure as well as career implications. (Ohio)

Monthly career cluster emphasis using parent resources. (CA)

Rotarians on closed circuit television monthly, followed by small groups of students going on mini-tours; Next, shadowing activities are held; later in the year, these activities feed into a career project day, similar to the traditional science fair. (FL)

Community Classroom -- For this practice, planning is begun during the last quarter of the eleventh grade. The interested Seniors volunteer one day per week without pay. The three foci are: independent research, community service, and career options. Each student does at least one quarter of community services. (RI)

Venture -- This is a one-semester activity involving volunteers who exchange their time for tuition-free courses. For each fifty hours of volunteering, two free courses are earned. (MA)

Community Mentor Activity -- This practice is designed especially to serve elementary students. Volunteers are paired on a one-to-one basis with selected students based both on the elementary student's special interest and the skill of the Mentor. The community volunteer agrees to work one-half hour a day, 2 days each week. (NJ)

BPW Members Serve as Career Counselors for All Individuals -- BPW members act as career counselors for all individuals needing such assistance. Usually in a public place, such as a mall (during BPW week), a booth is erected, literature given out, and helpful assistance is rendered. (IL)

Career Consultants for School Age Students -- The BPW organizes career consultants and coordinates activities with the schools' guidance program. (IL)

Senior Citizens & Little Citizens -- Seniors are brought into elementary classrooms to share their skills, hobbies, and crafts. (IN)

Practice Using Retirees As Tutor/Helpers of ABE Students -- At three times during the year, retirees are trained to work with adult basic education. In addition to tutoring, the retirees are used as interviewers for role playing situations, proper use of the telephone; in answering and memo taking in regard to telephone. (WI)

Alumni Sharing Knowledge (ASK) -- This practice is co-sponsored by the career center and the Alumni Association to provide students with career-related knowledge. Arrangements are made for multiple avenues by which students may gain career information from Alumni. Some of these avenues are: videotaped interviews, on-site interviews, externships (few hours to a few days), telephone interviews, and others. (MO)

Brown Bag Career Sessions -- These informal sessions last from 11 a.m. to 1 p.m. During this time, the resource person chats informally with students. One individual comes to the school each day. (WA)

Opportunity and You -- In this practice, volunteer employees from businesses and industries conduct a one-hour class each week at a local high school. Among the many career-related topics are: preparing employment applications, successful interview behaviors, and what to expect once on the job. (TX)

Extended Lunch-hour career tutoring of students by business and industry employees. (CA)

Adult Peer Counseling by Volunteers --
Adults in the community are offered free counseling by their peers through the university's continuing education office. The peer counselors help by providing information in the resource library and assist the clients with career-related decisions. The volunteers also provide information about available job placement services and psychological counseling. (NC)

Student Resource Speakers --
High school and vocational students are used in this practice to make presentations to younger students when community speakers are not available. The student speakers learn about working with younger people while sharing their career ideas and skills in a vocational or hobby area of interest. (PA)

High School Students assist with the career guidance of elementary and junior high/middle school students--
First, the students are given an orientation in areas of self awareness, career awareness, and career exploration. This is followed by work with the younger students. (WVa)

Student volunteer opportunities in education field --
In this practice, junior and senior high students not involved in other career education activities are given the opportunity to volunteer one day every two weeks for a semester in an education-related position. Examples of some of the types of positions available are: teacher aides, tutors, and special education aides. (RI)

Student counselor assistants in a career information center -- This practice involves student assistants who both create and carry out the functions of career information center. Students gain valuable work experience while operating a center appealing to other students.

Adult World Communication Volunteer Unit -- This six-day Minnesota practice is held one day weekly for six weeks, with "Service Day" for a volunteering activity. Among the objectives are gaining an understanding of the need for and reqards from volunteering in the community.

Career Awareness Seminar Series -- A series of four days during a two-week period, this Massachusetts practice exposes liberal arts students to business and industry volunteers discussing their jobs and future opportunities in the field, especially for the liberal arts graduate. On each of the four days, students may choose one of four or five one-and-one-half-hour sessions based on their interest.

Career Guidance/ Counseling by Retired Resource Persons -- Massachusetts retiredindividuals having completed successfully a career are given orientation and training for assisting students on a scheduled basis in areas of their interest and/or aptitude. The major emphasis is upon helping the student see career options and decide on the most appropriate of several possible available alternatives.

Career Prep Club -- An eight-week series (one day each week), this Minnesota practice features teams of business people who conduct career-related classes in the schools. The clubs emphasize job-seeking and keeping skills as well as appropriate work behavior and attitudes.

College Student Volunteers-- In this Missouri practice, students are encouraged to voluntarily commit two hours minimum each week for achievement of one or more of the following purposes: personal growth and service to others, complementing the classroom learnings, and acquiring career experience. Student volunteers are assisted in their choices of and placement in agencies or other organizations, as appropriate.

Community Participation Intensive: A course in Volunteering -- This practice involves the student in a semester of community volunteering projects, combined with some classroom sharing. Other major student goals of the practice are: learning skills for effective job interviews and applications, examining a theoretical view of the meaning of community, and developing skills necessary to studying community problems and alternative solutions.

Parent Volunteers teach skill classes -- A Washington state school uses parents to teach skill classes, such as typing, carpentry, and electricity. The purpose of this through-the-year practice is to teach the skills along with a study of the jobs making use of the skills.

Creation and Staffing of Career Guidance Activities by Community Volunteers --
Community Volunteers are used regularly in a school's career information center. These valuable resources are also used for creating general career information corners as well as specific career-related learning centers in classrooms.

Jersey Vest -- This New Jersey practice for any community person provides semi-professional placement services. In exchange for the service, each participant agrees to engage in volunteer activities six hours each week -- job development, job evaluation, etc.

Match -- This Ohio practice attempts to match the talents of individuals with identified community needs. In addition to providing meaningful volunteer work, it involves opportunities for learning new skills as well.

Off-Duty Volunteer Flight Attendants -- A California-based airline encourages its flight attendants to provide career-related assistance both to schools as well as other groups. Among some of the types of services involved in this practice are: Sharing career and cultural information, providing pertinent information on opportunities with the airlines, and tutoring.

Trained community volunteers assist students with career and educational planning -- Volunteers serving one-half day each week help students with specific career-related needs unmet by counselors. Examples of the tasks performed by the volunteers include answering questions, discussing career options, and assisting with career interest surveys.

Selective Enrichment -- Arizona juniors and seniors selected by their department serve in specialized education areas of elementary and junior high schools. This student-to-student practice enables the older students to expand their special interests and talents.

Use of Community persons as volunteer tutors -- The emphasis is upon basic subject areas and their implications for career development. The tutoring is conducted in many settings other than the school, such as in offices or in community centers. (CA)

Volunteer Action Clearinghouse -- Sixty Alabama service agencies are served by this coordination activity. It is also used as a vehicle for enabling students to gain academic credit for experiences in the community.

Volunteer Retired Technicians serve as Post-Secondary support personnel--This Ohio practice involves retired crafts persons and technicians in the strengthening of programs for younger adults. Its foci are: providing more effective career guidance and realistic instruction as well as making easier the students transition from school to work.

Volunteers in Action -- Nebraska juniors and seniors receive credit for volunteering two to six hours weekly at non-profit agencies. This practice combines service learning, development of social skills, and exploration of career interests.

Volunteers in legislature -- California upper division and graduate students may work with individual legislators in this nonpaying, three-to-four month practice. Activities involve research, handling correspondence, bill analysis and legislative proposal development.

Volunteers in a Women's Career Resource Center -- Michigan professional women between jobs and desiring to learn about agencies and other women who want to volunteer simply as a service are involved in a women's center. These volunteers are used for intake interviews, as career specialists, and workshop facilitators.

Company released time for tutoring emphasizing communications skills and their implications for career development.

FIELD TRIPS

Shorter, More Effective field-trips --
At school, students go on a narrated simulation tour with key tour points identified by number. Then, the students read a written description of each point presented in the simulation. Finally, the actual tour is conducted with key points numbered so students can relate them to pre-trip learnings. (OH)

Business/Industry tour for educators --
One-day presentation/tour is conducted with followup activities. A report is given to colleagues at one's school and a form is completed requiring the participant to think about the relationship between the experience and the concepts and skills taught in the classroom. (FL)

Week-Long Field-Trips --
Designed for groups of hand-picked rural students, the trips involve varying types of sites for varying lengths of time. (Kansas)

Worker for a Day --
This practice provides 'hand on' experience for small groups of students who go to the same business for assignment on a one-to-one basis to an employee in the area of the student's interest.

Students Accompany Parent-Educators on home visits --
Students in child development classes accompany parent-educators to observe the application of academic learnings to real life situations outside the school.

Three-Day trips --
Students explore careers in museums and other art-related fields, in newspapers and magazine publishing, and in other communication areas. (PA)

Teacher Career Awareness Seminar -- Sponsored by the community Council on Careers, this seminar series provides teacher participants with the career composition and related information about the geographical area. The participants may earn either graduate credit or inservice credit for fifteen two and one-half hour visits to experience sites. (NY)

Small-Group, Week-Long Quest Activity -- This activity involving eleven college students is a unique opportunity for preparation for college and the future. The four topics explored during the outdoors adventure are: (1) Yourself, (2) Your University, (3) Your future, and (4) Your Natural Environment. (MO)

Field Trip Seminars --
Older 4-H members visit donor organizations for dialogue concerning the variety of jobs and careers available in the organization. Afterwards, participants are encouraged to learn more about specific jobs of interest and about the company as an economic unit. (DC)

One-day school/extension service-sponsored workshop --
A group of select students are involved in this off-campus career-related workshop. Activities involve research, development of visuals, community tour, and a speaker. (SC)

Guidance/English Department practice --
Students write vocational biographies as the major activity in this cooperative effort of the guidance and English departments of a local high school. They also interview parents and other persons of interest in the community and take pictures for later use in their later writing activity. (ME)

Career Club In --
Sponsored by the cooperative extension service, this is a three-day summer workshop for 4-H girls. Small groups visit women at their place of work, followed by a time of sharing and a message from the job employment services. (ND)

Career Information Day -- On a selected day, first year technical school students make required individualized visits to two employers in their area of study. Employers are informed that students will be calling for appointments and students are prepared with lists of questions about the companies as well as possible jobs they could fill upon completion of their study.

Day of Discovery -- Fifth and sixth grade students in a Kansas school district visit a nearby state university as an enrichment activity. Two major purposes of the activity are: learning that the university can serve those planning for careers requiring four or more years of education and understanding the variety and number of job opportunities available at a university.

Mini-Field Trip -- A Maine school district encourages students to take these individualized, focused field trips to "behind the scenes" job areas. Each student assumes personal responsibility for preparation, scheduling, and presentation following the trip.

SPECIAL CAREER EMPHASES

Career of the Week -- This flexible, throughout-the-year practice, makes use of student interest as the basis for choice of career areas and/or specific jobs. Business and industry people are invited into the schools to conduct career exploration classes for up to 20 to 30 students. (PA)

"Music Careers are Worth Noting" -- A day-long activity composed of an orientation session, including a performance, and followed by workshops. Students are rotated through three workshops emphasizing music careers in the areas of teaching, performing, and allied music areas.

Math/Science Career Day -- This practice is sponsored and organized by the school science club. (Ohio)

Vocations Week -- Features career guidance through a variety of activities. (Ill)

"Main Street Job Mart" -- A high school fair with emphasis on: employment, volunteerism, and job entry requirements. (Mass)

Departmental Career Day -- Each academic department in a junior college sponsors a special day emphasizing related careers. (Ill)

"My Fair Lady" -- This is a community-wide exposition of women's opportunities in the areas of employment, volunteering, and education. (FL)

Mini-College Day -- Throughout the year, five different morning programs are held, each with several different [illegible]ges involved. (NJ)

Job Fair for Minority Women -- A college holds a job fair beamed especially for this group. (NJ)

Four-day Education Fair for Life-Long Learning -- This practice is sponsored jointly by the local newspaper and the school district. (FL)

Two-Day Moving Career Days -- Co-sponsored by the schools and the cooperative extension service for eighth graders, this practice is held on two successive Mondays. Each tour group visits six or seven job sites for a twenty-minute tour and talk. (ME)

Two-Day Health Careers Fair -- On the first day, emphasis is on doctors, dentists, and nurses. The second day focuses on other health careers. The morning schedule includes talks and A/V presentations with lunch provided. The afternoons are used for tour/presentations of the hospital. (NJ)

Elementary - Level Week Long Practice Featuring One Child And His/Her Parents and Their Careers -- This practice, built around self worth, provides for the "special children" to bring in one or both parents to tell about their jobs. Emphases are on: (1) need for basic education, (2) wide variety of jobs available, and (3) dignity in all types of work. (WI)

Use of Panels of Resource Persons as a Focus For Career Exploration Day -- (NY)

Summer Job Fair/Camp Day -- This activity focuses on planning for summer employment/exploration. It provides an opportunity for both learning about career areas from employers as well as making contacts for available jobs. The practice is co-sponsored by the career planning and placement center and the parks and recreation department. (MO)

Career of the Month -- This two-week high school activity includes a display and presentation focusing on one career area. Sponsorship is from student special interest groups. (WI)

Adult Open House -- By means of this practice, adults receive information about counseling services. Available for specific careers of interest. (MA)

Career Recreation Mini-Course Week -- This one-week middle school level activity combines the teaching of mini courses by both regular teachers and community individuals. (MT)

Annual College/Career Fair --
For students in grades eight through eleven, this practice provides for students to choose from six careers or career groups within each of fifteen career clusters. Although a one-time activity each year, it incorporates a student review of clusters prior to the fair, provides for descriptive materials to read, and encourages students to select several priority areas of interest prior to the activity. (PA)

Career of the Week --
This twice a month high school practice focuses on clusters of occupations. Designed to enlighten both students and teachers to the range of careers in each cluster, the day's activity uses a variety of approaches. Students attend either with their class or during study hall time. (ME)

Economics in Action --
This is a cooperative extension-sponsored three-day workshop dealing with all facets of the business world as well as providing youth with information about what they need to start a business of their own and types of business organizations they may choose. (NC)

Monthly student/senior citizen events --
This high school practice sponsored by the school's human service club brings together on a monthly basis students and senior citizens. The varying activities deal with the many fields of child development. (CT)

Vehicle Days --
This is an elementary-level career education practice in which various types of vehicles are brought to the school. Each driver explains how and why his/her vehicle is used and the jobs connected with it. A follow up is often arranged for the students to visit the business itself for more career-related information. (AZ)

Senior Citizens "Opportunity Fair" --
This practice for older persons is held each year on a local community college campus. (AZ)

Week-long Career Fair --
This is a week-long elementary level practice permeating an entire school's activities. A variety of activities include such things as: dressing in various costumes representing careers of interest, field trips, operating a country store, and job-related contests. (WA)

"World of Wheels" career day --
Careers in transportation are emphasized during this yearly specialized career day. (AZ)

Annual Career Fair --
Junior and Senior High School students participate in this day-long activity organized by the fifteen job clusters, each with a cluster chief. Planning is done by a general committee composed largely of community persons and student preparation is implemented with planned activities in English and Social Studies classes. (SD)

High School level Awareness Day --
Jointly sponsored by the local chamber of commerce and the local board of education, this practice provides a unique opportunity for adults to come into the schools to see the students in action. Students demonstrate applied skills during afternoon and evening sessions, divided by a buffet dinner for the participants. (CT)

Career Conferences --
Fifteen of these conferences, each on the topic of USOE career cluster, are held during the year. This high school level practice varies in length from two hours to portions of several days. (CT)

Mini Career Days at Community Colleges --
Cosponsored by the career development center and academic departments, this practice involves informal seminars each focused on a career area. Both students and alumni are encouraged to participate. (PA)

Career Month -- An Ohio school district features each month a subject area and its related careers. Extending throughout the month are varied activities such as speakers and field trips. As a follow up to each month's emphasis, individualized explorations are arranged for interested students.

College Career Fair with Alumni Resources -- Once or twice yearly the alumni association and the student government co-sponsor this college-level practice in Massachusetts. Forty to fifty alumni representing over a dozen career areas meet with interested students in booth-type settings. The student hosts serve as guides and make introductions to the Alumni.

Health Career Fair -- Sophmore students in a Florida County participate annually in a fair focusing on health careers requiring up to two years of training and co-sponsored by the schools and the county medical society auxiliary. The fair involving displays, demonstrations, and discussions, is repeated on-site for each of the local high schools.

Library/Learning Center Career Week -- An Arizona library/learning center practice makes careers come alive during its special week consisting of a variety of activities. Among the activities are games, films, speakers, and work demonstrations.

Mini-Career Days -- Jointly sponsored by a three-county Illinois industry-education-labor council, this is a series of four or five specialized mini career days. Although following the same general format, each school series is tailored to its own situation.

Mini Career Expos -- This Minnesota practice offers a flexible format -- half day to a week, broad range of careers to a specific career area -- depending upon the situation. Its appeal is based upon the emphasis on an expo held at and tailored to each participating school.

People Week -- Students meet daily with two community adults in this four-day South American practice designed for sharing of occupational and hobby interests. Activities each day involve discussion, demonstration, and media presentations, after which large group events encompassing dance, sports, and theater are held.

Person for a Day -- In this California practice, a student is chosen each day as "Person for a Day". Using pictures and booklets, "Mini Booklets about Me," the chosen student is featured on a special bulletin board and also receives a micro salary.

Three-Session, One-Day Career Cluster Program -- A local Virginia extension service co-sponsors with the schools this day emphasizing awareness of career clusters. On this day students may learn about three clusters of interest and thus study up to twelve during the four years of high school.

Business Profession Teaching Day -- Each junior and senior high school social studies teacher in this Louisiana district is replaced by a business person for one day. This career-oriented practice is designed to bring resource persons into the classroom for sharing and, thereby, to help narrow the gap between education and the business world of work.

Career Expo -- This New York practice enables technically oriented high school students to investigate opportunities for training by technical schools.

Career Seminar -- Specific career fields or alternative careers are the focus of this Massachusetts practice conducted by the alumni association, sometimes in conjunction with appropriate student organizations. Held in the evening at Alumni Hall, the seminars consist of a student Moderator and four or five alumni panelists in a presentation and question-and-answer period followed by individual conference.

Environmental Career Day -- This day-long Ohio activity is tied with a previous outdoor educational experience with a variety of workers. However, it can also stand alone with its panel presentation/discussion by workers followed by group and individual sessions with the same workers.

Occupational Fair -- Washington students become personally involved with career information in this practice designed to put jobs on display. All work is done by the students, including research, drawing and writing, and designing and building display booths.

World of Work Career Fair -- Covering the fifteen occupational clusters, this Maine practice for junior high level involves guests representing institutions of higher learning, crafts and hobbies, and the industrial world. Guidance classes are used for preparation activities and English classes for followup discussion and evaluation.

INTERN/EXTERN PRACTICES

Spring break externship with alumni
1. Career areas are identified in the fall.
2. Participating alumni are then identified.
3. The one-week spring externship is held. (PA)

Two-Day internship for juniors and seniors --- more indepth than usual shadowing experience; also involving some "hands-on" student is required to share learning and become involved in the pre-orientation activities of other interns. (KY)

Four-option volunteer intern practice
1. Full or part-time; 2. paid or volunteer;
3. credit or noncredit; 4. length varying from a few weeks to two years. (CA)

Academic Internship (paid or unpaid) with many options, such as
1. teaching or tutoring; 2. social service;
3. understudying with an individual or group;
4. working in a lab. (OH)

Three-Day Career Visitations for Seniors Followed By Focused January Internship -- In this unpaid experience, students keep a daily diary and participate in a weekly report conference with the career education director. (TX)

LIVE (Learn, Intern, Volunteer, Evaluate) -- This two-semester practice includes an internship which is the major thrust of the second semester. (MA)

Exchange/Internship-- This is a variable (one day to three weeks) practice for junior and senior high school staff members. The visit/observations last from one to five days coupled with the internships ranging from ten to twenty days. (MN)

Careers in Government -- New York students have an opportunity to spend one week exploring government careers with one day spent with a person of choice.

College level academic internships -- Designed to provide valuable life and career-related experience in a student's major field of study, this Maryland practice can also result in the student earning four credits. The instructors are the professionals in the world of work and the curriculum is the day-to-day operations, activities, and information/materials/people of the work setting.

"New Entry" Internship -- Men desiring to explore alternative careers and related activities benefit from this Massachusetts practice. Arrangements are made for participants to intern in private and public organizations in Massachusetts.

"Re-entry" Internship -- In another Massachusetts practice, women wanting to explore and expand career options are given volunteer internships or apprenticeships of their choices.

Summer Professional Internship -- Virginia teachers achieve two major ends in this summer activity, gaining career-related information while earning credit and developing materials for a community resource file. They spend two weeks in this activity-centered practice occurring in community organizations.

Two-Day Senior Internship -- Kentucky junior and senior high students may elect to take three two-day, three-phase, non-paid experiences in a job area of choice. The phases are: pre-field orientation and research, the field experience, and follow up (project or sharing session and assistance with pre-field orientation of other students.)

SHADOWING/WORK EXPERIENCE EXPLORATION

Three-phased shadowing activity
1. Preparation
2. Two or more hours on the job site
3. Followup activities with other students to assure that the activity is self-perpetuating. (KY)

Vacation-time, professional-level shadow experiences with alumni of the college. (PA)

Shadow/Intern activity in industry for university professors -- During the two-week activity, the professors are matched with a person working in a related field. (CA)

Full week shadowing activity
Students must be videotaped and report to classmates. (NY)

Child/parent shadowing activity (OH)

Student goes to work with a social service organization or a business for one day each week for a semester (time may be more or less) (VT)

Variable Academic Credit For Career Related Work Experiences -- This college-level practice enables a student to gain credit for work experience in an academic area in which he/she is interested. (NY)

Monthly Career Mini-Courses for Elementary Students -- Groups of four to six students visit local businesses of interest on a monthly basis. One week before the visit, a study of the career area to be visited is made. Afterwards, the students write a one-page summary of the information gained and their impressions. (NM)

Career Role Observation/Student Shadowing -- This is a variable (1-3 day) practice. If three days are chosen, the focus of the third is upon education/training for the field. Emphasis is on both paid and nonpaid careers. The student is required to share his/her experience with the class. (MN)

Summer Career Motivation/Exploration Activities -- During an eight-week summer period funded by CETA, the fourteen to twenty year-old students explore two career areas each two weeks for a total period of eight weeks. During the last two weeks, the student investigates in depth an area of particular interest. The explorations are all hands-on, contact experiences making use of the career center as focal point. (IN)

Exploration/Community Service -- This is a high school course with a concentrated career focus. Students meet two hours each day for a full year (an alternative is to have fewer hours, less concentration). After six weeks in-class training, the students spend the remainder of the year gaining exploratory experience in three different social agencies. A journal of experiences, reactions, feelings, and interviews is required. (IN)

Tenth Grader Gifted & Talented Minority Students Explore Professional Careers -- Lasting for one semester, the students first become acquainted with many possible advanced professional careers. Next, they participate in exploratory experiences in four areas of particular interest. Finally, they are assisted in identifying and securing education-related information and support services available for these career areas. (IN)

Professional Exploration By Gifted Tenth Graders -- This activity sequence includes: (1) Seminars to provide occupational information, (2) exploration of a total of three advanced professions, and (3) return to the classroom for sharing and intellectualizing their experience. (IN)

Community Involvement --
This is a personal development practice designed for high school students to receive new experiences through direct involvement in the community. Each participant may spend a minimum of four hours one day each week in a career within each of fourteen clusters. Students receive no pay and may earn up to ten credits in a school year. (NJ)

Workers for a Day --
Based on expressed interest, high school students share the day-long experiences of workers on a one-to-one or small group basis. Instead of simply observing, they assist, whenever possible, the workers in the regular routine of their jobs. (OH)

Small Group Outdoor/Adventure Career Exploration -- This activity is an outdoor workshop to facilitate life and career planning. Six to eight people spend two week-ends in the Missouri Ozarks dealing with their value orientation, problem-solving, and communication, among other topics. (MO)

Sharing with a Parent -- In this Ohio practice for junior high schoolers, each student spends one day on the job with a parent. The emphasis is placed on research prior to the experience and then problems and rewards encountered by the parent in his/her job.

Three-phased student shadowing activity

1. determination of interest area and agreement on contract between occupational specialist & student
2. Research on job area
3. Day-long shadowing. (FL)

Student Observation Experiences --
Planning begins in the fall. Whole classes go together on visits in January. Uniquenessess: (1) Teacher of the class goes for a one-day inservice activity at the company, followed by a session at the career media center. This is before teacher takes her student to the place of business, (2) Summer luncheon of teachers and company representatives review and evaluate the activities. (Ohio)

DUO -- In this Vermont practice, students work from one-half day each week up to full-time, depending on their schedule, in a social service organization. Objectives of the experience are: to provide an opportunity for career exploration, to be of service to others, to develop students' abilities, and to learn what it is to work.

Hands on Experiences in the Technologies -- A local college's chemistry advisory council sponsors this practice for high school sophomores and juniors. The purpose of the New Jersey practice is to help students explore chemistry-related career opportunities in the area.

Individualized Career Investigation: Project Involvement --
A New York school's seniors may participate in this individualized practice for individuals planning to obtain extensive training beyond high school. The major purposes are to provide a community service and, at the same time, gain insight into contemplated careers.

Industrial Exploration Day -- From Wisconsin, this one-day experience is for individuals seriously considering industrial occupations for a career choice. The day combines morning tours with afternoon Hands on Experience doing some job-related work.

Rotary Club-sponsored Exploration Week --
During a one-week period, each sophomore in a Tennessee high school spends one day exploring a job cluster of interest, the clusters selected by means of an earlier student interest survey. The practice is enhanced by the Rotary Club's many activities: Chaperoning, transporting, providing some meals, and making arrangements for each exploration site.

Specialized Career Days for Student Exploration -- A Florida school district's students may indicate interest in an occupational area, be screened by an occupational specialist, receive a general orientation to the interest area and then be placed for an exploratory experience. The student selects within the organization to be visited three job areas for in-depth visitation and observation/ exploration.

EXCHANGE PRACTICES

Executive Exchange program
School administrators team up with executives in industry, business, labor, or government for a typical day on the job in a non-education setting.

Six-week summer personnel exchange for secondary teachers -- Each two weeks are spent in a company (three assignments in each company within the two-week period) with one day each week spent in class. (SC)

Ten-Day Business Education Exchange -- the participants visit a different business each day. (CA)

One-Day Business Education Exchange -- selected teachers and counselors visit a business related to their teaching field. (FL)

Teacher for a Day -- Teachers and scientists and engineers exchange positions for a day. (CA)

Share-A-Work Day -- Teachers go with businesspersons for one-half to one day into the business world. They are encouraged to bring their host back to the classroom for a day. The community action council pays for the substitute and arranges the exchange. (MI)

Trading Post -- This practice is a vehicle for individuals to barter their life experience or craft or skill in exchange for gaining new knowledge from others. (MA)

Business - Education Day (B-E Day)/Education - Business Day (E-B Day) -- Inservice day for teachers to spend ½ day in a business setting, including debriefing time. The reverse is E-B Day, where business individuals spend ½ day in the schools. (MN)

MOBILE CAREER GUIDANCE

Career Mobile -- Sponsored by the technical schools for the local high schools, this mobile unit includes the following: A/V presentations, small group discussions, and career counseling.

Careers in Motion -- This ninth grade practice provides a mobile unit for rural schools. The unit doubles both as classroom and career resource center. Students are sequenced from simulated work experiences to hands-on work experiences. (ID)

Traveling Career Awareness Workshops -- The Regional Library and the college cooperate to provide a series of traveling career awareness workshops. The sessions are held in thirteen libraries throughout a two-county area. (WA)

Moving Job Fair -- This bus has sixty feet of displays, games, materials and slide-sound shows focusing on job opportunities in the local community. The bus remains at each school for one week during which time the displays may be either kept in the bus or removed for use in the classrooms. (MI)

A Career Day on Wheels -- For intermediate grades, this practice is conducted on the last day of school. Numerous vehicles are parked at the site along with an individual working in a career using the vehicle. The individual discusses his job requirements, answers questions, and provides any other career-related information requested by his/her students. (IL)

Mobile Van -- By means of this community college practice, services, resource people, and materials are provided to off-campus sites. (MA)

Mobile Industrial Arts Lab --
Elementary students in grades five and six examine woodworking tools and make things while learning how the tools relate to jobs. The lab stays at each school for nine weeks during which the teacher meets weekly with regular instructors in the school. (WA)

R.E.A.L. Mobile --
This is a means for acquainting teachers and students with careers in the fifteen clusters by means of a mobile unit which visits schools on a prearranged schedule. Displays changed four times during the year permit students to observe and experience career areas by means of activities and models. Upon request, classes may have printed materials to review as preparation for the mobile's visit. (PA)

Supermarket Related Occupational Trailer --
This practice is carried out in a mobile home which moves from school to school. Designed for disadvantaged students, this mobile unit provides entry level training in supermarket type jobs. (KY)

Traveling show, "Job Options for Women" --
This is a transportable training course to assist employment agencies in the development of services to successfully place women into skilled trade/blue collar employment. (CO)

Expo-Tech. -- This exhibit trailer provides high impact motivational experiences for minority students right at their schools. Students spend twenty minutes with participatory exhibits ranging from simple machines to electronic devices.

PROFESSIONAL/INSERVICE

Teacher Shadow Program -
By means of this inservice activity, classroom teachers may elect to shadow a community resource person for either one-half day or one-full day. The purpose of the activity is to establish good working relationships between the school and business community as well as providing the teacher with practical information related to his/her teaching areas. (COLO)

New Careers for Teachers Seminar --
This is a non-credit workshop for reentering teachers. (PA)

Teacher-Resource Person Consultation Sessions --
Subject area teachers meet with workers in the field related to their subject area to discuss appropriate applications in the classroom, changes needed in the curriculum, and other ideas for relating the classroom and the world of work. This practice is sponsored by a three-county industry-education-labor council. (ILL)

Teacher Career Awareness Workshop --
Each teacher goes with one company for a three-week period. During this time he/she "holds" a minimum of ten jobs. (Cooperative effort of a chamber of commerce, public school system, and a university). (Ohio)

Teacher Exchange --
A local industry education council sponsors this activity which affords teachers an opportunity to spend one day each week for a variable number of weeks in a business, industrial or non-profit organization as a working member. In turn, the sponsoring community organization has the opportunity of sending one of its employees to the school to discuss its goal and employment opportunities, as well as its service to the community. (NY)

Businessman/Teacher Seminars -- Volunteer Arizona business persons and teachers meet on selected topics to explore ways for infusing world of work realism and application into classrooms. This is followed by implementation sessions by the teacher and counselors and, later, by follow up discussions of the implementation with the business persons.

Career Alternatives in Business for Mid-Range Educators --
A Minnesota school system and chamber of commerce cooperate in providing information and career-related services to educators being displaced due to declining budgets. Included among the services and activities are: workshops to develop job seeking skills and company identification of jobs suitable for educators skills.

Career Counseling by "outside" professionals -- Educators are assisted in their career-related duties in this California practice involving a social worker, a vocational counselor, a juvenile probation officer, and a psychologist. Depending upon the type of activity, each of these individuals contributes: inservice training for career education team, recommending and arranging field trips, and assisting teachers with curriculum development.

Career Opportunities/Alternatives for Teachers -- From Missouri, this practice involves a variety of activities focused upon helping education students find alternative career areas for which their training would be beneficial. Among the activities are presentations to basic education classes, providing tours of the career center and its resource material, exercises, etc. and interviewing alumni about the use of their education major in order to share with the students.